James Calvert Spence College: KS2 Pupil Premium Strategy and Impact Statement 2018-2021

School overview

Metric	Data
Pupils in KS2	194
Proportion of disadvantaged pupils	42% 82 pupils FSM & Ever 6 = 80 Pupil premium plus= 2 Year 5= 36 of 98 Year 6 =44 of 96
Pupil premium allocation this academic year	£118,000
Academic year or years covered by statement	2018-21
Publish date of new version	February 2020
Review date	Termly progress checks and full annual reviews in September 2020 and September 2021
Statement authorised by	Neil Rodgers (Executive Headteacher) and governing body
Pupil premium lead	Jacqui Johnson (AHT)
Governor lead	Jenny Bewley

End of Key Stage 2 (Year 6) disadvantaged pupil progress scores for last academic year

Measure	Disadvantaged scores	Whole cohort
Reading	- 6.4	- 4.9
Writing	- 8.5	- 7.3
Maths	- 8.3	- 6.6

Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding. PP = Pupils eligible for pupil premium funding   NAO=National average for pupils not eligible for PP funding

Measure	PP	Not PP	In school gap	NAO	Attainment gap when school PP outcomes compared to NAO
End of Key Stage 2 (Year 6) attainment	49 pupils	64 pupils			
Meeting expected standard in reading Achieving high standard in reading	37% 4%	56% 14%	-19% -10%	78% 31%	-41% - 27%
Meeting expected standard in writing Achieving high standard in writing	39% 8%	48% 11%	-9% -3%	83% 24%	-44% -16%
Meeting expected standard in mathematics Achieving high standard in mathematics	33% 4%	52% 5%	-19% -1%	84% 31%	51% -27%
Meeting expected standard in reading, writing & maths Achieving high standard in reading, writing and maths	21% 2%	31.8% 0%	-10.8% +2%	71% 13%	-51% -11%
Absence % Year 6 (The NAO is for non-FSM in 2018)	9.6%	3.3%	6.3% higher	5%	4.6% higher
Persistently absent % Years 5 to 8 -- pupils with an attendance rate of 90% or below. (The NAO is for non-FSM in 2018)	18%	3%	15% higher	11.2%	6.8% higher

Teaching targets for disadvantaged pupils and cohorts (Most of the 2021 targets to be inserted later this year)

Measures	On track January 2020		On track April 2020		Summer 2020 Targets		Summer 2021 Year 6 Targets for current Year 5 pupils
	Year 5	Year 6	Year 5	Year 6	Year 5 ARE GD	Year 6 ARE GD	
Meeting expected standard in reading Achieving high standard in reading	61% 22%	48% 11%			69% 11.1%	65% 17%	
Meeting expected standard in writing Achieving high standard in writing	53% 14%	57% 7%			53% 16.7%	62% 11%	
Meeting expected standard in maths Achieving high standard in maths	39% 19.6%	55% 16%			42% 16.7%	66% 12%	
Combined progress					33%	52% 11%	

Teaching priorities and targeted academic support for current academic year for disadvantaged learners

Measure	Actions
Priority 1: Reading	1. CPD for all KS2 staff to support the effective teaching of reading- Reading Plus, Power of Reading, Phonics, RWInc (some staff), whole school vocabulary and reciprocal reading 2. To develop pupils' inference skills and reading comprehension through reading plus and power of reading

	3.To provide access to greater range of appropriate reading material for those who can not access Reading Plus at home
	4. To provide targeted interventions for the bottom 20% of readers through the delivery of Read Write Inc
	5. To address the gaps in vocabulary of disadvantaged pupils through the use of word maps and the Super Six evidence based strategies to accelerate the progress of disadvantaged pupils.
Priority 2: Writing	1.Provide additional TA support to help less able PP children improve their writing skills.
	2.Continue to provide and monitor extended writing opportunities across the curriculum and in English.
	3.Use of Penpals Handwriting Scheme and intervention materials to support children with poor fine motor skills that impact on their fluency of writing.
	4.Detailed MTPs developed and monitored by subject leader to ensure consistency and coverage
Priority 3: Maths	1. Staff CPD provided by Primary Improvement Lead and by maths SLE (1 day development)
	2.2 TAs to work with some disadvantaged pupils to address their knowledge gaps and provide some over teaching/ pre teaching
	3. Purchase of Maths no Problem and Numicon manipulatives and IT resources to support the delivery of the maths curriculum
	4.Class profiles to identify disadvantaged pupils , these pupils are targeted for intervention.
	5. Time table rock stars to be purchased to support disadvantage pupils develop their basic numerical skills.
Barriers to learning these priorities address	• Insufficient effective and highly effective teaching • Some disadvantaged pupils arrive with low literacy levels and limited basic numeracy skills • Some pupils do not have access to ICT at home
Projected spending	£ 101,571.61 Staff CPD: £6000 SLE for NT Numeracy 1 day staff training: £1000 Numicon manipulatives: £300 Maths no Problem: £12,278.31

	Power of Reading- coaching and development: £350
	Reading Plus: £240
	Target tracker- £735.60
	Primary Improvement Lead (40% of salary) £20,000
	Additional class in year 5 and 6; £38,272.80
	Times Tables Rockstars: £94.90
	Oxford Reading Tree books- £2000
	Revision guides: SPaG and Maths: £300
	2 x TA (40% of salary) £20,000
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Wider strategies for current academic year

Measure	Actions
Priority 1: Attendance of PP children to improve to 95%	1. Pastoral Support officer full time at SA site to support pupils with attendance difficulties
	2. Attendance clerk to be appointed to support tracking of attendance (20% salary)
	3.

Priority 2: Increase self-esteem, raise aspirations, develop talents and to improve pupils' experiences beyond the classroom	1. Expand the range of extra-curricular opportunities available for KS2 disadvantaged pupils 2.Strive to overcome transport barriers which prevent pupils attending extra-curricular activities 3.To provide a thorough transition programme from year 4-5 to develop self-confidence and self-esteem for disadvantaged pupils. 4. Disadvantaged pupils to be involved in the careers project 5. Reward system in place which rewards efforts of all pupils including disadvantaged.
Barriers to learning these priorities address	• Poor attendance of some disadvantaged pupils . • Some PP learners have low self-esteem and low aspirations • Some disadvantaged pupil live in areas which mean they rely on school transport • Some disadvantaged pupils experience difficulties with emotional regulation and are emotionally vulnerable.
Projected spending	<mark>£16,400</mark> Pastoral Support Officer KS2- £8,000 Attendance support- £3400 Transition programme £1000 Extra-curricular opportunities and Kingswood: £4000

Monitoring and Implementation

Area	Challenge	Mitigating action- January 2020
Teaching	There is some variability in the quality of teaching across the primary site. Reading and supporting pupils with additional needs has been identified as an area of development through the Autumn term QA data. External support, internal data and feedback from staff has identified a need to simplify and reduce school priorities.	Coaching plans are in place. CPD programme is focusing upon the "super six" and developing strategies to teach reading. This is a response to the whole school QA progress Autumn 2019. Super six are all evidence based teaching strategies which will positively impact on the progress of PP students. The impact of this will be assessed through focus weeks which will assess the school's progress towards three key areas: • Reading • Progress of SEND and disadvantaged students • Attendance and behaviour.
Targeted support	Autumn term KS3 reading screener has shown specific weakness in the reading skills of year 7 and 9 students Catch up and weekly intervention will not address the deficits in reading, more targeted intervention is needed. Internal data has shown that homework is not consistently set and completed.	January 2020 the bottom 20% of pupils with the lowest reading age will access Read Write Inc intervention 4 times per week. Staffing has been funded through PP funding. Reading support strategies will also be delivered through whole staff CPD impact monitored through focus week. Revision guides have been purchased for all Year 6 PP students in SPaG and, maths
Wider strategies	Spring term mocks have identified some students who are struggling to meet the emotional demands of the GCSEs.	Year 5 and 6 students will access homework club at AR site.

	Attendance of PP is an area of concern.	Appointment of an attendance clerk will focus upon the improvement of the over-all attendance of disadvantaged students across all key stages.

Review: last year's aims and outcomes

Aim	Outcomes
Teaching – To increase amount of effective and highly effective teaching.	The 2019 KS2 percentage of disadvantaged children reaching the expected standard in all subjects was significantly below the percentage achieved in 2018 by non PP national averages. There are huge gaps between our disadvantaged children and others nationally in all subjects. To conclude, there are still significant gaps between the schools disadvantaged and national others re the % achieving the expected standard and the % reaching the higher threshold/working at greater depth. Closing these gaps will be a key priority for 2019/20
Outcomes: To increase the % of pupils achieving age related expectations and those achieving a good pass in reading, SPaG and maths.	
Transition- to support disadvantaged and vulnerable students to manage the transition between year 4 and 5 and years 6 and 7 successfully	Year 4 to 5 and Year 6 to 7 vulnerable pupils accessed a 3 day transition programme. The transition programme was well attended and supported the transition between school/ sites well. Parents and pupils were positive about the programme. This will be repeated 2020.